



**MAINE  
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

**MeCAS Assessment Data 2009–2010:** Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

**Adequate Yearly Progress (AYP):** Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

**Qualifications of Teachers:** Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

**National Assessment of Educational Progress (NAEP):** Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at [www.maine.gov/education/nclb/index.html](http://www.maine.gov/education/nclb/index.html) or by contacting the NCLB Clearinghouse at 624-6705.



# 2010-2011 NCLB Report Card

School: Hampden Academy

SAU: RSU 22 / MSAD 22

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# 2010-2011 NCLB Report Card



**School:** Hampden Academy  
**SAU:** RSU 22 / MSAD 22  
**Grade:** High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	177	172	97	53	53	49	10	43	30	16	170	2
	2009-2010	183	180	98	62	62	47	14	48	24	14	180	0
Female	2008-2009	69	67	97	57	57	53	16	40	36	7		
	2009-2010	89	89	100	65	65	49	11	54	25	10		
Male	2008-2009	108	105	97	51	51	46	7	45	27	22		
	2009-2010	94	91	97	59	59	46	16	43	23	18		
Caucasian/White	2008-2009	169	164	97	54	54	50	10	44	30	16		
	2009-2010	179	176	98	62	62	48	14	48	24	14		
African American/Black	2008-2009	3	3	100			26						
	2009-2010	2	2	100			28						
Hispanic	2008-2009	0	0				38						
	2009-2010	2	2	100			42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	0	0				41						
American Indian or Native Alaskan	2008-2009	5	5	100	40	40	32	20	20	40	20		
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	41	38	93	42	42	34	3	39	18	39		
	2009-2010	38	36	95	47	47	31	3	44	33	19		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	37	33	89	6	6	16	0	6	48	45		
	2009-2010	27	25	93	24	24	16	12	12	28	48		
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

\*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

# 2010-2011 NCLB Report Card



**School:** Hampden Academy  
**SAU:** RSU 22 / MSAD 22  
**Grade:** High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	177	175	99	46	46	42	5	42	26	28	173	2
	2009-2010	183	180	98	56	56	45	7	49	29	14	180	0
Female	2008-2009	69	68	99	50	50	41	4	46	24	26		
	2009-2010	89	89	100	54	54	43	3	51	31	15		
Male	2008-2009	108	107	99	44	44	43	5	39	27	29		
	2009-2010	94	91	97	58	58	47	10	48	27	14		
Caucasian/White	2008-2009	169	167	99	48	48	43	5	43	25	27		
	2009-2010	179	176	98	56	56	46	7	49	30	15		
African American/Black	2008-2009	3	3	100			16						
	2009-2010	2	2	100			22						
Hispanic	2008-2009	0	0				29						
	2009-2010	2	2	100			40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	0	0				51						
American Indian or Native Alaskan	2008-2009	5	5	100	20	20	21	0	20	40	40		
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	41	40	98	30	30	26	0	30	28	43		
	2009-2010	38	36	95	31	31	28	0	31	42	28		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	37	36	97	6	6	12	0	6	22	72		
	2009-2010	27	25	93	24	24	14	0	24	32	44		
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

\*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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# 2010-2011 NCLB Report Card



<b>School:</b>	Hampden Academy
<b>SAU:</b>	RSU 22 / MSAD 22
<b>Grade:</b>	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	59	59	48	98	98	96	52	52	43	89	89	80
Caucasian/White	98	98	96	59	59	49	98	98	96	53	53	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	*	*	94	45	45	32	*	*	94	32	32	27			
Students with Disabilities	*	*	92	15	15	16	*	*	91	15	15	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

\*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

# 2010-2011 NCLB Report Card Maine Teacher Quality Data



**School:** Hampden Academy  
**SAU:** RSU 22 / MSAD 22



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School <sup>1</sup>	30	7	17	2	6	0

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	0

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	4.12

<sup>1</sup>Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>